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Technical Vocational Education Initiative to Enhance Learning and Career Opportunities: A Message from the Minister

Technical Vocational education enables students to explore their ideas about career choices, gain practical experiences in the workplace, and evaluate their strengths and interests in careers to assist in making informed decisions about their future.

Over the past few years, however, concerns have arisen related to whether Manitoba's Technical Vocational programming opportunities are keeping pace with the needs of students, schools, colleges, and employment opportunities.

I am extremely pleased to announce, therefore, that the combined efforts of Education, Citizenship and Youth and Advanced Education and Training have resulted in the Technical Vocational Education Initiative. This initiative, which will enhance career and learning opportunities for students, is focused on *six pillars for action*:

- Improve the image of technical vocational careers.
- Enhance student awareness of technical vocational programming.
- Ensure programming is relevant to labour market needs.
- Facilitate programming articulation between high schools and colleges.
- Develop strategies to address technical vocational teacher currency and shortage issues.
- Increase funding to support technical vocational equipment upgrades.

Over the next three years, the Department will focus on the implementation of these actions. Initial efforts will target the improvement of programming in Senior Years schools by developing standards that meet industry benchmarks and by upgrading schools' Technical Vocational equipment. In addition, Manitoba Education, Citizenship and Youth will support "Demonstration Projects" throughout the province to support the awareness of Technical Vocational programming, and to improve the image of Technical Vocational careers.

Honourable Peter Bjornson
Minister of Education, Citizenship and Youth

From left to right: Diane McGifford, Minister of Advanced Education and Training; Peter Bjornson, Minister of Education, Citizenship and Youth; and vocational education participants.

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Progress on the Manitoba K-S4 Agenda for Student Success

The Manitoba Kindergarten to Senior 4 (K-S4) Agenda for Student Success is organized around six priorities. This issue highlights the fifth priority, while also updating some items of general interest.

Priority five: "Strengthening pathways among secondary schools, post-secondary education and work"

We want students to gain important life skills that will help them to be successful citizens and workers. The future workplace will require greater levels of knowledge and skill, and Canada's future success will be defined to a great extent by the learning of its citizens.

When the K-S4 Agenda was first written in 2002, there were four activities under Priority 5. Much of the work on those activities has been completed, but the priority now includes three new activities.

1. **Develop a certificate and criteria for recognizing employability skills:** Graduation certificates and other credentials recognize the learning of formal curricula but we also learn in other ways. The Department has developed an employability skills portfolio certificate and criteria, which will recognize the broader set of skills that employers look for in workers.
2. **Expand the application of school-initiated courses:** School-initiated courses (SICs) are developed by schools and count as credits toward a high school diploma. They increase student options and respond to local priorities and labour market conditions. The Department publishes criteria and reviews SICs to ensure their quality. Once developed, they can be shared from one school to another. The Department has improved the sharing of information of SICs and added online registration.
3. **Develop an employability skills portfolio:** To help Senior Years students plan and prepare for life after graduation, the Department published *A Self-Managed Career Portfolio Guide*. It offers a framework to capture all aspects of career development, including self-assessment, goal-setting, skill identification, career and educational transition, getting and keeping work, and lifelong personal development. The career portfolio provides documentation of the past and offers a guide to the future. Once completed, students may receive the certificate identified in point #1.
4. **Enhance the articulation between secondary and post-secondary education:** The Department has added flexibility in how students attain Senior Years credits. Students can earn credits that apply for both high school and college or university through the Dual Credit process. The program has completed its third and final pilot year. A summary survey was carried out in the spring and the results showed keen interest in maintaining the program.
5. **Enhance technical-vocational education:** Manitoba (like Canada generally) is already short of workers with technical and vocational skills. Manitoba Advanced Education and Training and Manitoba Education, Citizenship and Youth are committed to creating a high-quality education and training system across Manitoba that builds a skilled, knowledgeable, and adaptable workforce. A new $4.5 million, three-year initiative that focuses on technical vocational education was initiated in April 2004. The emphasis is on finding ways to provide Manitoba youth and adults with more career pathways that are responsive to current and future labour market needs.
6. **Initiate research and demonstration projects:** The Department is working with the Canada Millennium Scholarship Foundation to research how youth are currently prepared for the transition from high school to post-secondary education. Two long-term demonstration projects will study how to encourage more students to try post-secondary education.
7. **Coordinate career development activities:** The education departments held regional discussions on "Linking Education, Career and Financial Planning." They identified needs for clear, coordinated information to support post-secondary choices and recognizing skilled careers as positive career choices. A working group will plan to implement suggestions and enhance secondary technical-vocational education.

Other Highlights

- Two new activities have been added under Priority 1 of the K-S4 Agenda:
  - 1.6: Provide curricular supports for effective practices. The Department published *Independent Together: Supporting the Multi Level Learning Community* to describe effective practices.
  - 1.7: Increase student information and communication technology (ICT) literacy. Students need to learn ICT as a basic requirement. A development team has been formed to develop support materials.
- Bill 13, The Public Schools Amendment Act (Appropriate Educational Programming), confirms in legislation that schools must provide appropriate educational programming for all of their students. Regulations must still be developed and the Department will be holding meetings across the province to discuss the details.
- Development of an implementation plan for the English as a Second Language Program Review is nearing completion.
- The document *Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities* was released (English and French).
- The document *Working Together: A Handbook for Parents of Children with Special Needs in School* was released (English and French).

Links to Agenda documents, including a general update to February 2004, and further information are available on the Agenda website at <http://www.edu.gov.mb.ca/ks4/agenda>.

Speaking and Listening: First Steps into Literacy

Manitoba Education, Citizenship and Youth is developing a speaking and listening assessment process to support educators (Kindergarten teachers and Speech-Language Pathologists) in determining the speaking and listening skills of Kindergarten students at the entry of the Kindergarten school year. Oral language skills are essential prerequisites to formal representing, reading, and writing instruction.

Strategies to teach listening and speaking skills in the Kindergarten classroom are under development, as well as a video for parents.

The assessment process is authentic and classroom-based. It will involve educators observing students during regular classroom instruction, as described in the document *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*.

In 2004-05, approximately six schools from across Manitoba will pilot the assessment process in their classrooms and contribute to its revisions.

Manitoba Education, Citizenship and Youth looks forward to releasing this support to educators and parents in the fall of 2005.

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What's New in Physical Education/Health Education

System-wide implementation of the Middle Years Physical Education/Health Education curriculum began in September 2004. For Senior Years, system-wide implementation is scheduled for September 2005.

In the fall, schools received the *Senior Years Physical Education/Health Education: A Foundation for Implementation* document. Schools will also receive a Human Sexuality resource that contains sample lesson plans to help administrators, teachers, and parents in the implementation of learning outcomes related to human sexuality in Kindergarten, Grade 2, Grade 5, Grade 7, Senior 1, and Senior 2.

The following support documents and resources were distributed to schools last spring through bulk mailing and/or posted online at <http://www.edu.gov.mb.ca/ks4/cur/physhlth>:

- *Guidelines to Fitness Assessment in Manitoba Schools*
- amendments/additions to *Safety Guidelines for Physical Activity in Manitoba Schools* (updated April 30, 2004)
- Kindergarten to Senior 4 Physical Education/Health Education curriculum poster (22"x 36")
- a learning outcome spreadsheet (in Excel) for clustering or unit planning
- *At the Heart of Education: A Parent Report on What's New in Physical Education/Health Education*

Teachers, administrators, and parents are encouraged to check the website for

- a curriculum song entitled "Get Off the Couch" that includes singing
- helpful planning tools for yearly planning (e.g., Physical Education/Health Education checklists) and unit planning (e.g., a learning outcome spreadsheet)
- updated Grades 5-8 curriculum information for parents
- an updated version of *Physical Education/Health Education Learning Resources: Kindergarten to Senior 2: Compilation of Annotated Bibliographies (2004-05)*

Congratulations to all schools for striving to achieve our vision: **physically active and healthy lifestyles for all students.**

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The Tec Voc High School—Manitoba Aerospace Partnership

Partnerships between secondary education and industry are on the cutting edge of educational change. Commitment to providing excellent training designed to meet the needs of a particular sector is behind the award-winning collaboration between the Technical Vocational High School of Winnipeg and the Manitoba Aerospace Human Resources Coordinating Committee, which began in 1994.

The Technical Vocational High School of Winnipeg (Tec Voc) is the largest technical school in Manitoba. It offers 1300 students regular academic curricula, but also gives students the opportunity to enroll in one of 17 major technical programs. Students come to Tec Voc from diverse communities in Winnipeg, as well as from rural and northern Manitoba. Many of these communities are characterized by poverty and have pockets of social instability. It is important to note that students choose Tec Voc over other high schools both for its excellent programs as well as the positive, dynamic spirit of the school.

Member companies of MAHRCC have had ongoing concerns about the shortage of skilled trades people in the local labour pool.

Manitoba Aerospace Human Resources Coordinating Committee (MAHRCC) is a not-for-profit organization that was established in 1992. Its mandate is to address the training and educational needs of the aerospace industry in Manitoba. MAHRCC receives the majority of its resources from Industry Training Partnerships and Employment and Training Services, both of Advanced Education and Training and from the aerospace industry itself. Member companies of MAHRCC have had ongoing concerns about the shortage of skilled trades people in the local labour pool. There has also been a desire on industry's part to learn more about the educational system in order to provide input into and assistance with the curriculum of technical education in the province.

In the winter of 1994, MAHRCC decided to find a high school with which it could develop a partnership. Coincidentally, Tec Voc was actively seeking new partnership opportunities within the business community. The initial meetings between Tec Voc and MAHRCC were very positive, and the basis of a partnership was formed. MAHRCC and Tec Voc immediately set to work on two projects: The Teacher's Year-in-Industry (TYI) and the revitalization of the Machining program. Another initiative emerging from the partnership was the creation of the Aerospace Maintenance and Manufacturing Orientation Program (AMMOP).

The Teacher's Year-in-Industry (TYI)

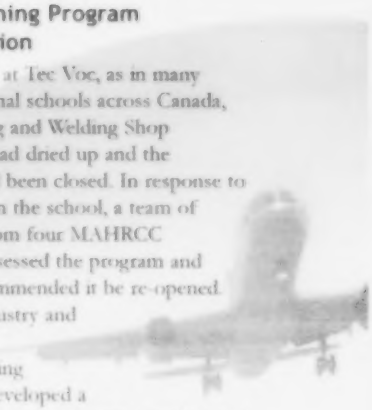
MAHRCC proposed that a teacher from Tec Voc be released from the school to work in industry for a year, and work on specific projects that would meet the needs of both industry and the school. To date, TYI projects have included:

- developing a mathematics curriculum to help upgrade aerospace employee skill levels
- developing plain English training materials for aerospace employees
- developing 16 Occupational Analyses (DACUM) leading to training curricula
- participating on industry hiring panels and collecting feedback from Tec Voc grads in industry
- conducting a gender equity survey on the roles of women in the aerospace industry
- learning about new technologies (CNC machines) and quality assurance documentation
- enabling Information Technology Studies teachers to visit various companies to determine the IT requirements of industry and to arrange work experience sessions for students
- participating in a two-year project involving the Broadcasting department, in which teachers and students work with industry to produce a video about the aerospace industry in Manitoba. The video will become part of Manitoba Aerospace's marketing initiatives to attract youth to the industry.

Each teacher has returned with a better understanding of the needs of industry and has become an advocate of more relevant and appropriate programming at the school. The teachers continue to contribute at the school by developing curricular materials more appropriate to the needs of industry.

The Machining Program Revitalization

In June 1993, at Tec Voc, as in many other vocational schools across Canada, the Machining and Welding Shop enrollments had dried up and the programs had been closed. In response to a request from the school, a team of machinists from four MAHRCC companies assessed the program and strongly recommended it be re-opened. Together, industry and school staff assessed existing equipment, developed a curriculum focus, hired a new teacher, and brought the instructional area up to industry standard. As a result the Machining program re-opened in September 1995.



Since then a number of goals have been realized: the first students from a three-year Machining Technology Major have graduated, the three-year Welding program has been reinstituted, and programming has been developed for Aboriginal students and women's groups. In addition, equipment has continued to be upgraded and the recent purchase of a CNC (computer numerical controlled) machine has introduced the students to progressive models of automated manufacturing.

The Aerospace Maintenance and Manufacturing Orientation Program (AMMOP)

In 1996, MAHRCC approached Tec Voc about implementing a Canadian Aviation Maintenance Council (CAMC) Youth Internship Project, and AMMOP was initiated. Over the course of the past seven years, 300 students have been selected from across Manitoba to participate in the program. As of June 2004, over 240 students have graduated from the program and approximately 200 have been hired in the industry or are in

specific post-secondary training for jobs in the aerospace industry. A majority of the other graduates have either joined the military or enrolled in programs at universities or colleges.

The program is managed through a steering committee composed of representatives from Tec Voc staff, industry, post-secondary institutions, Apprenticeship Branch, and students in the program. Wendell Wiebe, manager of Human Resources at Bristol Aerospace Limited Manitoba, says "Aerospace invests time and money in AMMOP and we get what we need—high-quality people ready to be trained for specific jobs in the aerospace sector."

"Wings Across Winnipeg"

As the partnership between Tec Voc and MAHRCC continues to thrive, other innovative initiatives have evolved. For example, to enhance the positive profile of the re-established machining program, MAHRCC provided the school with an assembly kit and engine for a light aircraft! "Wings Across Winnipeg" has turned into another vibrant partnership between the machining programs of Tec Voc and Murdoch MacKay.

This project has become the focus of a highly effective student involvement at the annual Career Symposium attended by 15,000 high school age students. Beginning in 2002, Tec Voc, Murdoch MacKay, industry, and the University of Manitoba's Engineering faculty started working together in teams to design and manufacture components. Industry fully supports this initiative, as communication and teamwork have both been identified as highly desirable skills in all employees.

An Example of Education As It Can Be

The Tec Voc–MAHRCC affiliation is a partnership between a high school and an organization representing an entire sector of industry. The nature and the extent of projects undertaken and managed could never be attained on a company-by-company basis. The Winnipeg School Division has granted Tec Voc a high degree of autonomy in setting and managing its program directions. Similarly, MAHRCC operates in an innovative and flexible way. As a result, decisiveness, energy, responsiveness, high productivity, flexibility, and excellent problem-solving capacity characterize the partnership.

MAHRCC has come to view Tec Voc as a strategic ally because of its ability to attract, educate, and train many potential employees for the aerospace industry in Manitoba. In turn, Tec Voc's participation has given its students access to quality curricula as well as a realistic and demanding work experience, and the students have learned many employability skills in the process. The open-mindedness of all the stakeholders has allowed the project to incorporate many exciting new resources. This multi-layered approach makes a significant difference in the breadth of and improvement in community awareness. The partnership is an example of education as it can be.

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Web-Based Courses Provide Solutions to a Variety of Challenges

School or School Division Challenges	Solutions
• difficulty offering courses resulting from — low student enrollments — lack of qualified teachers • implementation of new curriculum courses • timetabling issues	• electronically congregating students improves efficiency • one teacher can teach students across a school division or beyond • complete, curriculum-congruent courses • anytime, anyplace access to courses reduces timetabling problems

Student Challenges	Solutions
• desired course not available at school • timetable conflicts • combining school and work	• increase number and variety of courses available • provide alternative way of taking courses • rich resources available • develop lifelong learning skills • develop ICT skills

Teacher Challenges	Solutions
• lack of time to develop new courses • lack of professional development opportunities • lack of classroom resources	• complete, resource-based curriculum-congruent courses • use web-based courses with face-to-face classes • greatly reduce teacher time needed to develop courses and implement curriculum

Tell Me More...

Manitoba Education, Citizenship and Youth has developed web-based courses (WBC) in a variety of subjects. Each course is based on a model of teacher-mediated learning.

To see available courses, go to the Distance Learning website at <http://www.edu.gov.mb.ca/ks4/dl/handbook/wbc_option.html>

Partnerships in WBC Delivery:

Manitoba Education provides...

- free, curriculum-congruent web-based courses
- free hosting of the courses
- free training for new online teachers

School division provides...

- teacher time to teach course(s)
- 2 days of release time for teachers to receive training

How to Get Started?

Check out the preview courses available online at <www.edu.gov.mb.ca/ks4/tech/wbc/>

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Web-Based Courses

New Developments in Support of Diversity and Equity in Education

Manitoba's peoples reflect a rich tapestry of languages, cultures, and faiths. Manitoba Education, Citizenship and Youth values the linguistic and cultural diversity that characterizes our communities and schools, and is committed to providing inclusive and equitable learning environments and programming for all students.

In the 2003-04 school year, Manitoba Education, Citizenship and Youth launched a number of exciting initiatives intended to increase schools' capacity to respond positively and effectively to the diversity in schools and to further our efforts to ensure all students have the opportunity to experience educational success.

Diversity and Equity in Education: An Action Plan for Ethnocultural Equity

In October of 2003, a consultation document entitled *Diversity and Equity in Education: An Action Plan for Ethnocultural Equity* was released. This document and the multi-year action plan it proposes reflects our long-term commitment to creating a more inclusive and equitable education system.

This initiative is a critical aspect of a broader commitment to enhancing diversity and equity. We see the proposed Action Plan for Ethnocultural Equity as complementing other departmental and government initiatives, such as the Aboriginal Education and Training Framework, Special Education Review and Implementation, Healthy Child, Early Intervention, Early Childhood Development, Renewal of ESL Programming, and Adult Literacy and Learning initiatives.

The document proposes a comprehensive action plan which will provide direction and focus for creating more inclusive schools and classrooms. It will support the primary goal of the Manitoba K-S4 Agenda for Student Success, which is to improve the educational outcomes of all learners. The action plan comprises 18 actions/sub-actions, which are organized into three categories:

- Enhance Manitoba Education, Citizenship and Youth Policy and Capacity Building
- Enhance School Division and School Capacity
- Build a More Inclusive Teaching Force

Consultation sessions with various partners were held during the period of February to June 2004 and continued in September. When the feedback from the consultations has been analyzed, the final action plan and a plan for its implementation will be released.

ESL Program Review

In 2001-02, Manitoba Education, Citizenship and Youth launched a review of ESL programming as part of the implementation of the priorities identified in the K-S4 Agenda for Student Success. The intent was to focus attention on the needs of second language learners and re-energize efforts aimed at reducing educational disparities.

The primary goal is to find ways to strengthen ESL programming in Manitoba schools. We know from experience and from decades of educational research that effective ESL programming is an essential aspect of providing appropriate and equitable programming for ESL learners.

In December of 2003, the report of the ESL Program Review was released. The report, *An Action Plan for the Renewal of Kindergarten to Senior 4 ESL Programming in Manitoba: Accessibility, Excellence, and Equity*, summarizes feedback from education partners who participated in province-wide consultations. An interdepartmental committee responded to the key findings of the Review with 11 recommendations for consideration in the development of a provincial strategy to strengthen ESL programming in Manitoba. Proposed areas for action include:

- renewal of provincial ESL policies and development of ESL support documents
- collaboration with schools, Aboriginal organizations, and communities to address the linguistic diversity of Aboriginal learners
- consideration of enhanced funding for ESL programming over the next several years
- requirement for school divisions to develop divisional or school ESL policies and/or protocols
- collaboration with partner organizations to enhance opportunities for professional development related to ESL and anti-racism/multicultural education

Diversity and Equity in Education: An Action Plan for Ethnocultural Equity is available on the Department's website at <http://www.edu.gov.mb.ca/ks4/docs/discuss/diversity/index.html> (English version) or <http://www.edu.gov.mb.ca/ms4/progetu/diversite/index.html> (French version).

The Renewal of Kindergarten to Senior 4 ESL Programming in Manitoba: Accessibility, Excellence, and Equity is available on the Department's website at <http://www.edu.gov.mb.ca/ks4/docs/reports/esl/index.html>.

An implementation plan was released in the fall and implementation of some of the recommendations is expected to begin early in the 2004-05 school year.

International and Heritage Languages

During the 2004-05 school year, the Department will continue to refresh international/heritage languages curriculum and will be working on the following initiatives:

- publication of the Ukrainian Language Arts (ULA) curriculum framework and implementation documents (Kindergarten to Senior 4)
- publication of a package of templates and Blackline masters to support the ULA curriculum
- implementation workshops for the March 2004 Spanish Language and Culture curriculum frameworks and implementation documents (Grade 7 to Senior 4 and Senior 1 to Senior 4)
- publication of the German Language Arts (GLA) Foundation for Implementation document (Kindergarten to Senior 4)
- development and publication of a package of templates and Blackline masters to support the GLA curriculum
- development work for Hebrew Language Arts K-6, German 7-S4 and S1-S4, and Japanese S1-S4 is expected to be launched

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Learning the Value of Career Development Interventions

The Department of Education, Citizenship and Youth is involved with the Canada Millennium Scholarship Foundation and New Brunswick in a six year research/pilot project called Future to Discover/Un avenir à découvrir (2004-2010). This project will examine the impact of enhanced post-secondary planning and career guidance services.

The Future to Discover project targets students from low-income families with low post-secondary education participation rates. One thousand students from 21 high schools in Manitoba will take part in this study: 500 in active programming and 500 in a comparison group. The research objective is to determine whether career development interventions increase the likelihood of students applying to a post-secondary education program and meeting the requirements of the chosen program for at least one year.

Recruitment of Senior 1 students began in fall 2004. The students will participate in approximately 50 hours of career interventions over a three year period, starting in September 2005 when they are in Senior 2. The students' parents or guardians will be active members in portions of the interventions. The students will be followed, through surveys, from 2005 to at least 2010 to determine the project's impacts.

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The New Social Studies Curriculum:

Critical Citizenship and the Pursuit of Truth

This school year marks the official launch of the new social studies curriculum. Six grade levels—Kindergarten to Grade 4, and Senior 2—begin the two-year voluntary implementation period. Grades 5 through Senior 1 begin voluntary implementation next fall, with Senior 3 and Senior 4 to follow as new curricula are developed.

Support Documents

Grade 3 and 4 Foundation for Implementation documents were distributed to Manitoba schools in September. Support documents for Kindergarten, Grade 1, Grade 2, and Senior 2 will follow this winter.

Nature of the Curriculum

Culturally speaking, the new social studies curriculum goes where no Manitoba curriculum has gone before. It reflects the diverse character of Canada as a bilingual, multicultural country; a country committed to pluralism, human rights, and democracy. It places active, responsible citizenship at the heart of learning in each grade, and emphasizes the critical consideration of diverse perspectives through dialogue, research, and reflection.

The intent of the new curriculum is to be both visionary and practical. It strives to engage students in authentic learning relevant to their lives. It encourages them to become active, informed, caring, and critically-minded citizens within their local communities, Canada, and the global community. The new curriculum also encourages the transformation of values, helping students develop a deeper consciousness of the shared human condition across time and space.

The curriculum is centred around the core concept of citizenship, and identifies six general learning outcomes:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

Social studies cultivates a concern for quality of life and social justice for all, and an understanding of the fragility of the relationship between human societies and the environment. It enables students to develop an awareness of the interdependence of local, national, and global concerns. If we want students to regard themselves as voices for justice and to be empowered as agents of social change, it is important that they learn to critique the world in which they live, to question widely accepted assumptions.

Visit the social studies website for further details on timelines, document release dates, and learning resources at <http://www.edu.gov.mb.ca/ks4/cur/socstud/index.html>.

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Vocational Training ... The Fast Career Track

By Pat Elsworth
Information Officer, St. James-Assiniboia School Division

"Our goal at Sturgeon Creek Collegiate is to make it easy for students to take the first step towards a rewarding new career," says Principal Brent Corrigan, who has been an administrator at Sturgeon Creek for three years. During that time, he has guided hundreds of young people through the school's extensive course listings to find that right one to match their interests and career goals.

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Sturgeon Creek offers the same opportunities found in other Manitoba high schools in addition to a number of technological specializations not found in most other schools. It is the only school in the western part of Winnipeg to offer students a full range of vocational and technical programs.

Students at Sturgeon Creek have the option of combining a full range of academic courses with instruction in Aviation, Electrical/Electronics, Food Services, Graphic Arts, Hairstyling, Jewellery Arts, Power Mechanics, and/or Welding. Two of these courses, Aviation and Jewellery Arts, are exclusive to Sturgeon Creek in Manitoba. As well, Jewellery Arts is the only Jewellery Certification Program in Western Canada at a high school level.

Many students use their experience in these vocational programs to get a head start on their future careers, while others gain useful skills that they can utilize throughout their lives. A recent student survey indicates that this comprehensive choice of courses and programs is the overwhelming reason why students decide to attend Sturgeon Creek.

Corrigan notes that vocational students also learn skills that will prepare them to further their career, once they get into the workforce.

"Some people may think that vocational training doesn't provide the same advancement opportunities that academic studies do. That simply isn't so. Many of our graduates have gone on to own and operate their own businesses, and to take important management roles in industry."

For example, the Food Services program prepares students for careers as chefs or cooks in restaurants, hotels, and resorts. In addition to learning how to prepare foods, students learn concepts critical to running a restaurant, including nutrition, food safety, sanitation, menu planning, and dining room operations.

Graphic Arts students learn to create layouts for newspapers, magazines, websites, and advertising. They learn about prepress, advertising, and marketing, preparing them for a career in a variety of mediums.

Corrigan says that Sturgeon Creek is dedicated to training well-rounded individuals for today's work, preparing them for real-life job situations that offer advancement.

"The sole business of the school is to meet the wants and needs of our students as well as the requirements of the working world. When they graduate our students have gained meaningful employment skills that will give them self-satisfaction and a distinctive place in society."

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The newsletter includes articles from the education community and from Manitoba Education, Citizenship and Youth. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

Distribution:

Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at <http://www.edu.gov.mb.ca/ks4/newsletter/>.

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

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We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

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